Value-Added Analysis – A Comparison of the URM and MRM Approaches Using the SAS® EVAAS® Model

**METHODOLOGY DIFFERENCES**

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| Consideration | URM Value-Added Approach | MRM Value-Added Approach |
| Statistical Model | * Typically referred to as a ***predicted mean approach*** * Allows for use of data from multiple types of assessments * Re-normed each year, and progress determined in reference to the typical growth in the pool | * Typically referred to as a ***mean gain approach*** * Relies on consistent measures that have specified statistical properties * Allows for standards setting where progress is determined in reference to a pre-set standard |
| Usable Test Data | * Uses data from multiple tests with unlike scales such as EOG science grades 5,8; EOCs, CTE post-assessments, and common exams | * Uses data from tests of the same scale such as EOGs in math and language arts grades 3-8 |
| Value-Added Measure | * Conceptually, the value-added effect is the difference between the mean predicted scores and the mean observed scores. | * The value-added mean gain is determined by comparing an estimate of current mean achievement level to an estimate of a past mean achievement level. |
| Growth Expectations | * Growth standard is 0. * Growth for each student cohort is compared against the growth observed for grade-level peers that same year. | * Growth standard is 0. * Growth standard is typically anchored to a comparison population in a baseline year. Theoretically, this provides all schools the opportunity to produce above expected growth. |

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| Consideration | URM Value-Added Approach | MRM Value-Added Approach |
| How Information is Reported in EVAAS® | * Diagnostic information connecs each student to both his/her predicted and observed scores * Growth is represented in terms of scale scores | * Diagnostic information connects each student to his/her state NCE score. * Growth is represented by changes in the mean NCE scores for a cohort of students. |
| Student Placement in Diagnostic Reports | * Based on prior achievement level, students are placed in subgroups based on how they are predicted to score in reference to the entire pool. * Results are reported in terms of scale scores. | * Students are placed in subgroups based on the average between their current and prior year score. This is an approximation of their prior achievement level. * Results are reported in terms of NCEs. |
| Student Placement in Performance Diagnostic Reports | * Based on prior achievement level, students are placed in subgroups based on how they are predicted to score by performance category, in reference to the entire pool * Results are reported in terms of scale scores. | * Based on prior achievement level, students are placed in subgroups based on how they are predicted to score by performance category. * Results are reported in terms of NCEs. |
| Student Projection Information | * With sufficient data, student-level projections to future test performance are provided. | * With sufficient data, student-level projections to future test performance are provided. |